

DEVELOPING AUDIOVISUAL INSTRUCTIONAL MEDIA USING POWERPOINT FOR TEACHING ENGLISH IN PRIMARY SCHOOL

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Abstract : This research is an R&D research using Analysis, Design, Development, Implementation, and Evaluation (ADDIE) approach by Molenda in Branch and Gustafson (2007). The audiovisual media of this research will become a model, ready to use for teaching. The media was created using Microsoft Power-point 2007 in form of templates that can be modified or applied in the classroom. The manual is also provided. In general, the product could function well and it can be used in the learning process when the product was used in try out in the classroom. The use of the media developed was also categorized into Very Good and Good according to the teacher's and the media expert experience in using the media. Thus, the media was applicable to help teacher in teaching English in the primary school in North Pontianak.

Keywords: Development, Instructional Media, Primary School.

Abstrak : Penelitian ini adalah sebuah penelitian R&D menggunakan pendekatan Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi (ADDIE) oleh Molenda dalam Branch and Gustafson (2007). Hasil dari media audiovisual dari penelitian ini akan menjadi sebuah model, yang siap digunakan untuk proses pembelajaran. Media ini dibuat menggunakan Microsoft Power-point 2007 berbentuk template yang dapat dimodifikasi dan digunakan di dalam kelas. Manual penggunaan juga disediakan. Secara umum, setelah proses implementasi, produk ini dapat berfungsi dengan baik dan dapat digunakan dalam proses pembelajaran saat produk ini di uji coba didalam kelas. Penggunaan media yang dikembangkan juga dikategorikan Sangat Baik dan Baik menurut pengalaman guru dan Ahli Media yang menggunakan media tersebut. Sehingga, media ini dapat digunakan untuk membantu guru mengajar Bahasa Inggris di Sekolah Dasar di Pontianak Utara.

Kata Kunci: Pengembangan, Media Pembelajaran, Sekolah Dasar.

The development of technology influences almost all aspects of life, one of which is in education field. Technology should be brought into the

classroom because: 1) technology is not limited by the classroom walls, 2) technology takes less care of the student's socioeconomic status, 3) technology provides an equal opportunity for everyone to learn, and 4) technology is not only limits its use in the classroom, but also builds the students' ability to compete in the real world situation.

One of the influences of technology in education field is instructional media. It can facilitate the teacher to convey the material in teaching and learning process. Therefore, it is important to create, design, and provide the instructional media for primary school classrooms. The instructional media refer to any sources or information in accordance with the needs of the teachers and the students.

The instructional media have been known as teaching tools that can be used by the teacher in the learning process, but it is often neglected. Media are not used in the learning process caused by various reasons, such as the limit of preparation time is limited, difficulty in finding the right media, or some other reasons. Teachers as agents of learning in the classroom still face the questions about how to provide learning materials that can easily be accepted and understood by the students.

Thus, Amalia (2013:5) argues that to make a good instructional media as an educational product, it needs to include the procedures of developing the instructional media. Those procedures are planning for the kind of instructional media, and preparing all important equipment to use, making the instructional media neatly and completely, and testing the effectiveness of the instructional media by actually using it in class. Therefore, instructional media may be effective to use in the classroom.

And one of the application that generally use by teacher to make instructional media is Microsoft Powerpoint. PowerPoint or Microsoft Office PowerPoint is a presentation program developed by Microsoft, it is one of application packages. The whole packages include Microsoft Word, Excel, Access and several other programs. This program is specifically designed to deliver a presentation by companies, government, education, and individuals, with a variety of interesting features. Miller (2008:31) describes the advantage of power point used as a tool to design computer game compared to the other applications, because PowerPoint is already available in most classrooms; its use by teachers in any form is directly associated with technology integration; and teachers like using it.

That makes this software attractive to use, as a presentation tool is a wide range of text processing capabilities, colors, images, and animations that can be processed by creativity of its user. The program consists of several visual elements, and control bar. The visual elements consist of slides, texts, images and color fields that can be combined with the backgrounds available. The visual elements can be created without motion, or made with a certain motion at own program. The whole look of the program can be set, as needed, whether to run it according to the timing that we want, or to run manually, by clicking the mouse button. Thus, the researcher was interested to develop the

media that can be used to teach English in the Primary school by using Microsoft Powerpoint.

English in the curriculum of primary schools is taught as a local content subject, as contained in Permendiknas 2006. Therefore, National Education Ministry does not provide English syllabus for primary school. The syllabus is supposed to be design by the regional or provincial curriculum board. However, in the real situation, school or teachers' group designs the syllabus. Therefore, the objectives of English teaching greatly vary from one region to another (even from one school to another in the same region). The government defines the objective of teaching English in primary school is, to provide a good basis for communicative competence. This objective is to prepare the pupils to have Basic English before attending high schools. Treated as a local content subject, teaching English in Primary Schools is not yet trouble-free. One of the problems can be seen that some teachers just adopt the methods commonly used in secondary school, e.g. by teaching grammar to the pupils or by asking them to memorize words that they expose to the students. Therefore, this research proposes a model of teaching media to help teacher to deliver the teaching materials in interesting and enjoyable way.

Based on the preliminary study observation collected from several English language teachers in Teachers' Group (KKG), it was found out that power-point software was already applied in class. However, it was not used maximally. Problems encountered in class included the use of some functions in power point and modifying the available template. Interesting template that can attract students' attention is in need of the class. According to the teachers, the default templates are simple and need improvement for teaching and learning process in class. Although, the teachers are able to use the Power-point application, but they still need an improved and adjusted model of power-point media for the class.

To provide the power point based teaching and learning media as indicated above, it is interesting to construct a Research and Development (R&D) research on this issue. This research covers how to construct the audio-visual media based on power-point application and how to apply this product in class. Thus, the aim of this research is producing audiovisual instructional media that would be used for the sixth grade students in North Pontianak primary schools.

Audio-visual media is generally defined as media that can be seen and be heard. Sanaky (2013:119) defines "audiovisual media as a set of tools that have or be able to function for projecting moving images and sound." It will produce instructional media that combine images and sound. In the audio-visual media blend between picture and sound form the same character with the original object.

According to Anitah (2012:45) "audiovisual media can be seen and be heard. Through this medium, a person is not only able to see or hear it, but can see as well as listen to something that is visualized."

Of the terms of the audio-visual media mentioned above, it can be concluded that the audio-visual media is a media that utilize the senses of sight and hearing in the reception of messages or material submitted, so that the media has created a stimulus to evoke the senses performance. Audio-visual media made it interesting.

Anitah (2012:45) categorized audio-visual media into sound-slides media and television media. "Sound slides media refers to the media that show a number of slides, which combine in a scenario or in a set of knowledge that shown in a screen combined with the sound. Television media refers to a set of television program that being used in learning process."

By this definition, it is clear that the product of this research can be categorized as audio visual media. Since the audiovisual media made in this research provide a number of slides, which contained the learning materials for the students.

According to Rusman (2012:298) the factors that should considered to develop audio-visual media are "presentation objectives", the length of text presentation", "graphic and animation", "color and its use", and "the guideline for user".

Thus, in this research modification of the textbook and several additional materials are involved in order to make an interesting and enjoyable media for the students in teaching and learning process.

Thus, the aim of this research is producing audiovisual instructional media that would be used for the sixth grade students in North Pontianak primary schools.

METHOD

The present research design was Research and Development (R&D) research. The research was designed to produce a product. The product was a set of sample of English audiovisual instructional media that develop power-point application for the sixth grade students of primary school in North Pontianak Sub-District.

One of the procedures is Analyze, Design, Develop, Implement, and Evaluation (ADDIE) model of Molenda as the hypothetical model to develop the instructional media, in order to provide the well-planned procedure, also valid and measurable product.

There are three instruments of data collection in developing English audiovisual instructional media for the sixth grade students in North Pontianak Sub-district. The data were collected by applying questionnaire for 20 English Teachers in North Pontianak Primary School, checklist table for 30 students of class VI D at SD N 29 North Pontianak, and expert validation sheet for teacher at SD N 29 North Pontianak and for expert in media. The questionnaire-based data was collected and described qualitatively while the checklist table and expert validation sheet was analyzed quantitatively.

DEVELOPMENT RESULT

- **Analysis**

The product is presented in the order of the research question raised in this study. The problem of this research is: how is the way to develop the audiovisual media using power point that will be proposed for teaching the sixth grade students in North Pontianak Primary School?

Since this research was adopting the ADDIE Procedures of Molenda. Thus, the result was described in four phase of need analysis, design product, develop product, implement product, and evaluate product.

Preliminary step in this research was analyzing needs using a questionnaire to analyze the use of the media teaching English in primary school in North Pontianak. Questionnaire was divided into two aspects, the use of media and the need of ICT -based media. This was done to describe the use of media in the classroom today in North Pontianak Sub-district and to know the required instructional media in the learning process.

The results of the questionnaire for 20 English teachers in North Pontianak, obtained a description of the English learning activities in the classroom. The conclusion of the analysis was described in the following results:

- a. The use of ICT based instructional media by the teacher in primary school in North Pontianak is still minimal.
- b. There was a desire to develop an ICT -based media by the teacher, as the teacher said it is necessary to use ICT-based media in learning activity.
- c. Most teachers delivered material from the textbook by using media but only a few of them developed the ICT based media.
- d. Constraints of knowledge, time and facilities to make the ICT based instructional media.

From the above findings, it can be concluded that there were several constraints faced by teachers in preparing ICT based instructional media. Thus, the development proposed to use audio-visual instructional media that was expected to help the teacher to facilitate the delivery of material in the learning process and develop media by its own.

- **Design**

The next procedure was developing media. The process of designing audiovisual instructional media was divided into three main activities: a). outlining the content, b). specifying the screen design, c). planning for the effect. Each activity was conducted to prepare the material to be used in the project.

Several factors will influence the content outline, including project requirements and the target audience. This research project requirement specified in terms of content of the material. The Instructional Material are written by Teacher's Group (KKG) and to decide the material to be designed it is suited to the time when the try-out for this research conducted, then do the preparation of instructional design products using audio-visual media. Moreover, the target of this product was the teacher in North Pontianak, that going to modify and using this product.

The media play an important role to help teachers in the deliver learning materials directly to students in the classroom. Media are developed by including several factors like: the needs of learners, local culture, learning environment, teacher competence, and others. In addition, those factors were contained in syllabus that divided in Standard Competence (SK) and Base Competence (KD), and indicators of Learning Objectives and Learning Program.

Therefore, the media was constructed on Standard Competence (SK) and Base Competence (KD), and indicators of Learning Objectives and Learning Program. Then the parts developed into teaching material suited to the topic of learning in the syllabus, by using Microsoft PowerPoint software to produce more or less looking like computer games.

Furthermore, the next activities were planning Screen Design for the Power-point template. This activity was done by planning the activity that will be put on the product and have a raw description about the product. Moreover, it continued with browsing and analyzing photos, slides, games, and video in the internet. Next, those photos, slides, games, and video was taken as supporting materials in the product.

The planning for effect that put in the product can help to specify information related to text, menus, icons, and buttons to be used. This was important before developing the prototype, because those elements had strong influences in making the product interesting to be used. Since the purpose of this product was to be used and to modify by the teacher, the effect and the animation should be simple for the teacher but interesting for the student.

Then, after those activities was done, the supporting materials needed to develop the audio-visual instructional media such as photos, audio, video, animation, and the effect were collected in a special folder for ease preparation.

- **Develop**

The next phase of this research was developing the media. This phase also known as the production phase, because in this phase the product was created and then it bring into the learning process. In addition, Ivers & Barron (2002:88) explained that in the developing phase, it includes producing the media components, such as text, graphics, animations, audio, and video. It also covers the programming (or authoring) of the program.

Moreover, the elements of this product were divided into three elements: a) Graphics, b) Animations, c) Audio. Graphics refers to images or any information in the computer that is presented via pictures, drawings, or paintings. Animations are graphic files that include movement, and audio refers to sound elements in the product.

In the graphic elements, the main slides of Audio Visual Instructional Media will be divided into two main parts: The Menu bar and the frame board. The menu bar was used as the shortcut to link the slides that contain several activities, and the frame board was developed as a place to put the activity that has been prepared before. The slides itself can be modified by using any graphics creation programs are available, including CorelDraw, Adobe




PhotoShop, Paint Shop, and Picasa. Then Slides Masters bar on Power-point can be used to change the product frame.






In the animations elements, researcher divided the animation into two kinds of animation, a) background animation, and b) material animation. The background animation only can be modified by changing the frame in the Slides Masters bar. And the material animation was made depends on the material in the product. It can be modified directly by using Custom animation bar.

The last element was the Audio elements. There are many ways to add audio components to the products. It can record the audio with a microphone (digital audio) or it can be obtained sound files from the web or other sources.

Then after all elements were complete, the next step of product development was combining the whole elements and material have been collected before, researcher was creating prototype of the product using Microsoft Power-point 2007 facilities such as Slide Master, Custom Animation, Hyperlinks and Developer Tab, in form of templates that can be modified or applied in the classroom. And below are several explanations about the product.

Table 1 : Audio Visual Instructional Media

No. Frame	Screen Shot	Audio	Slides	Explanation
1		Use Instrumental Music	Opening screen & loading the media	This section was made to make a time for user to prepare for the activity
2		Use Instrumental Music	Menu Section	This section was also called starting point part. On this section, the teacher will lead the student to the topic
3		-	Standard Competence , Base Competence & Indicator	This section was made to help the teacher to check the

			Slides (for Teacher)	content of the media
4		Instrumental Music	Speaking Section	On this section, the speaking material were added
5		Conversation of the dialog	Speaking Section	This section, teacher can put the sounds of the conversation model about speaking material
6		Pronounce the vocabulary on the screen	Listening Section	This section, teacher can put some words about the topic and the model how to pronounce it.
7		Sounds for the Reading Text	Reading Section	This section, the reading material was shown in form of the text and the sound.
8		Instrumental Music	Reading Section	This section was the exercise part of the reading material.

9		Instrumental Music related to the games	Games Section	Games Section was given, in order to give the students fun activity based on the topic.
10		-	Print Material Section	On this section, teacher can print the material that being discussed.

- **Implementation**

The next step was doing implementation process of the product for 30 students of class VI D at SD N 29 North Pontianak and at the end of the lesson; the teacher was giving them the checklist table. The results of the checklist table presented in tabular form containing the response scores and average scores. This checklist contains three assessment aspects; learning aspects, material aspect, and media aspects. This was made in order to get the specific information from students about the situation, not only in the media aspects but also the learning aspects and the material aspect, so that the problem in the implementation process can identified specifically based on those aspects.

- **Evaluation**

Data of teacher evaluation were conducted after the teacher presented the instructional media in tryout process. This evaluation was obtained in order to get the correct information about the use of the media in the field.

Based on the teacher conclusion and suggestion, it can be concluded that, the product still have a problem. The problems concern the quality of the sound, limited listening material and the visibility of the pictures. Thus, the evaluator respectively suggests that the sound be set up louder, more listening material be added and the picture as well as the letters in the slides should be increased in their size.

However, the teacher found that there were several problems in the technical quality and the size of the picture and the letter of the media, but this product was stated as appropriate to use in primary classroom, and still need more improvement and revision. The improvement was about increasing the quality of the sounds and making bigger of several letters on the text that provided. The teacher argued that this product was very helpful to use in the classroom, but the sounds quality and the letters need to be improve because in the learning process this things reducing students attention to the lesson.

Data of media expert evaluation were conducted after the tryout process. This evaluation was obtained in order to get advance evaluation about the product.

Based on the expert conclusion and suggestion, it can be concluded that, the product still need an improvement. The improvement concern several pictures, texts and animations, which are not matching with the materials in the slides. Thus, the evaluator respectively suggests that the pictures should be using the real object picture. The evaluator also suggests choosing the short text and the simple animation, which make students easier to understand the material.

However, the teacher found that there were several problems on the product so that the product still needs an improvement and revision to be better. The problems were about the use of real object picture, the length of the text, and the improvement of the animation. These become important since the students in the sixth grade of the primary level started to think in critical analysis. So that the expert argued that it is important to give them the real object picture, which attract them and help them imagine things in the real-life situation. Moreover, the further revision of this product was about changing the cartoon picture into the real object picture based on the environment of the students.

DISCUSSION

As discussed before, in the analysis phase, it was analyzing the questionnaire of 20 English teachers in North Pontianak. The conclusion of the analysis was described that, the use of ICT based instructional media, especially PowerPoint by the teacher in primary school in North Pontianak is still minimal, only a few of the teacher developed the ICT based media, and constraints of knowledge, time and facilities to make the ICT based instructional media. Thus, the development of audio-visual instructional media and the users' guidebook were expected to help the teacher to facilitate the delivery of material in the learning process and develop media by its own.

The design phase and develop phase were involving activities of identifying instructional design strategy, selecting appropriate material, determining training structure, creating prototype, developing training materials, or running a training pilot as planned.

According to Sanaky (2013:119), in the audio-visual media blend between picture and sound form the same character with the original object. And Rusman (2012:298) also argues the factors that should considered to develop audio-visual media are "presentation objectives", the length of text presentation", "graphic and animation", "color and its use", and "the guideline for user". Thus, in designing and developing this product was considered several factors, such as choosing colorful object, using instrumental music as the back sound, and adding fun games as the extra activity.

After the prototype was finished, the implementation phase and the evaluation phase were conducted based on the selection rubrics adapted from

Smaldino, Russell, Heinich, & Molenda (2005:258). These phases were being done in order to get the feedback from the field and to get the product improvement.

In implementation phases, the data was taken from the students checklist tables. The student checklist table divided into three aspects. It was done to identify the specific problems that possibly happened in the process. And the average scores obtained from each aspects can be expressed in general, was well functioned and can be used in the learning process, because there were no big difference among the aspects.

Based on the data from the implementation process results, we can conclude that the use of audio-visual instructional media developed by researcher was categorized as Good product. It is seen from the average number of votes after converted into quantitative data is 4.16.

Moreover, here is a table that presented distribution data of the learning aspects, material aspects, and media aspects in field trials conducted on 30 students.

Table 2 Aspect Distribution in Implementation Process

NO	CRITERIA	ASPECT					
		LEARNING		MATERIAL		MEDIA	
		FREQUENCY	%	FREQUENCY	%	FREQUENCY	%
1	VERY POOR	0	0	1	0.7	1	0.67
2	POOR	5	8.3	6	4	4	2.67
3	AVERAGE	11	18.3	17	11.3	33	22
4	GOOD	19	31.7	56	37.3	52	34.67
5	VERY GOOD	25	41.7	70	46.7	60	40

In the implementation process, the aim was determining whether the use of the product functioned properly and collecting information that can be used to improve the quality of the product so that the product was ready for evaluation.

The scores obtained from the checklist table of the students on the implementation process, learning aspects gained 4.07; material aspects gained of 4.25; and the media aspects gained 4.11.

So that the product can be expressed in general, was well functioned and can be used in the learning process, because there were no big difference among the aspects.

The last procedure was evaluation. This procedure was obtained in order to get advance improvement and validating the product based on the rubric of audio-visual media. Based on validation results, there were two data could be obtained: a) from the teacher validation sheet concluded that the use of audio-visual instructional media developed by researchers included in the Very Good category. It was seen from the average number of votes after

converted into quantitative data is 4.86. b) From the media expert validation sheet concluded that the use of audio-visual instructional media developed by researchers included in the good category according to media expert. It was seen from the average number of votes after converted into quantitative data is 3,71. So that, this product can be categorized as good product and can be used in the learning process, as it revised based on the suggestion by both validations. In addition, later on this product can be proposed as a model of further development of ICT based instructional media, especially in primary school in North Pontianak.

CONCLUSION

As we discussed before, it is important to create, design, and provide the instructional media that is attracting and interesting for primary school classroom. Thus, this study found that the use of ICT based instructional media in teaching English in primary school in North Pontianak; especially power point based was relatively low. This happened because usually the teacher had trouble in terms of knowledge, time and facilities as well as budgeting. Thus, this audio-visual instructional media was proposed for the teacher to help them to develop their own ICT based instructional media by their own, so at least it can help teacher to reduce those difficulties.

The procedures of development of audio-visual instructional media in this study consists of several steps: 1) Need analysis, 2) Designing product, 3) Developing media, 4) Implementing media, 5) Evaluation.

Need analysis was conducted by using a questionnaire for 20 English teachers to analyze the use of the media in teaching English in primary school in North Pontianak. Then based on the result, the product will be designed and developed. Several advance functions in power point were added in the product to make the product more interesting and attractive for the students.

After the product was ready to use, the implementation process were conducted to check whether the product was well functioned or not. The students also involved in checking the product, in order to get a better improvement before evaluation.

The student checklist table divided into three aspects. The average scores obtained from the checklist table of the students on the try out, learning aspects gained 4.07; material aspects gained of 4.25; and the media aspects gained 4.11 So that the product can be expressed in general, was well functioned and can be used in the learning process, because there were no big difference among the aspects.

The last phase of this research was the evaluation phase, there were two data could be obtained; those are from the teacher validation sheet and the data from the media expert. Moreover, both were concluding that the use of audio-visual instructional media developed by researchers included in the good category according to media expert. So that, this product can be categorized as good product and can be used in the learning process, as it revised based on the suggestion by both validations.

So overall, it can be concluded that, the products developed can be categorized as a good product to use, as the data converted into interval data of Widoyoko (2012:121). Moreover, the product can be proposed for teaching the sixth grade students in North Pontianak Primary School.

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